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ABSTRACT

This guide contains the preparation instructions and rules for 18 games designed to teach new skills, add variety, create enthusiasm, and reinforce already-learned skills for first- and second-semester Forkner shorthand students. Divided into three sections, this booklet includes: (1) the instructions, rules, and word lists for 10 games that can be used during the first semester after teaching lessons from the Forkner Shorthand Text; (2) the instructions, rules, and word lists used in the eight games designed for use during the second semester, some of which correspond to certain lessons in the Forkner Correlated Diction and Transcription Text; and (3) a brief description of 11 additional ideas and games which can be incorporated in the shorthand curriculum. All games in this booklet can be adapted to any shorthand system and used in shorthand, secretarial, and notetaking classes. This document is part of a collection of materials from the Iowa Area Education Agency 7 Teacher Center project. (JW)

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FORKNER SHORTHAND GAMES

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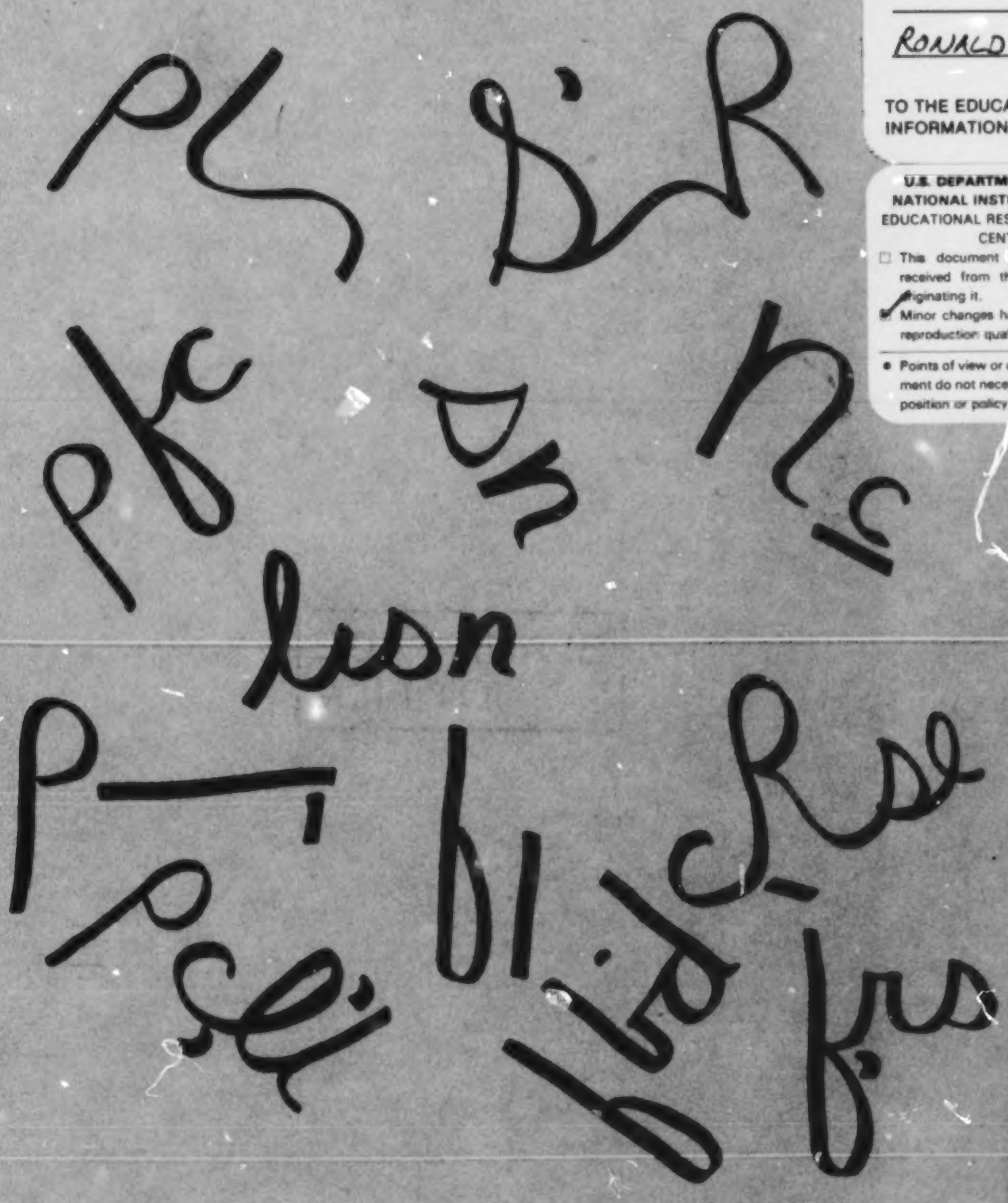

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FORKNER SHORTHAND GAMES

Introduction

Shorthand is a very demanding subject and one that needs much self motivation. No one likes to do the same things day after day, and the more variety and enthusiasm there can be, the more students will bet involved. I feel games can serve as an important element in teaching. Students learn and reinforce skills already learned but in a fun manner.

Games also come in handy on days that part of the class is gone for meetings, field trips or something, and those left in the classroom need something different to do so they can feel better about having to attend class while others aren't. Many times these days show up without much prior knowledge, so I have prepared games to have on hand that could be used throughout the first and second semester.

This booklet contains the preparation and rules of 18 games that have been prepared and put on file at the Teacher Center, and I have also included the explanation of other ideas and games that could be utilized. The booklet is divided into three sections.

The first section of this book explains 10 games that can be used after different lessons of the Forkner Shorthand Text. Each game is explained in terms of the preparation and rules. Included are lists of words that were used in the prepared games that are on file at the Teacher Center.

The second section of the book explains the preparation, rules and lists of words used in the eight games on file at the Teacher Center that could be used during the second semester. Some of these games correspond with certain lessons of the Forkner Correlated Dictation and Transcription Text.

The third section explains other ideas and games that could be used. Some of the games need a little preparation ahead of time and others do not.

All games in this booklet could be adapted to any shorthand system and used in shorthand, secretarial, and notetaking classes.

Pam Schmidt

TABLE OF CONTENTS

Page

First Semester

Jigsaw Puzzle 1
Crossword Puzzle 4
Bingo 6
Transcription Speedway 7
Beat the Clock 10
Around the World 12
Tic Tac Toe 14
Spelling Grab Bag 16

Second Semester

Concentration 20
Password 21
Vocabulary Rummy 23
Punctuation-Transcription Racing 25
Word Puzzle--Life of a Secretary 32
Word Puzzle--Possessive Pronouns 34
Shorthand Composition 36
Folder Game--One of those weeks 38

Additional Games

Alphabetic Vocabulary Builder 42
Riddle-a-week 42
Fast Thinking 43
"Me" Board 43
Caption Copy Composition 44
Musical Chairs 44
Advertising Jingle Juggle 45
Finish this sentence 45
Student Flash Cards 45
Quicke Bingo 46
Volleyball 46

JIGSAW PUZZLE

Preparation

This is a short review exercise that can be utilized at the beginning or end of class.

To prepare for the game, the teacher must divide two sheets of paper or masters into 44 sections. This can be done by having four columns across and eleven sections down. On one of the sheets fill in the sections with words written in longhand or typed. On the other sheet fill in the shorthand outlines that match the words on the first sheet; however the columns must be in reverse order. Column 1 on the first sheet is Column 4 on the second sheet, Column 2 on the first sheet is Column 3 on the second sheet and so on. Duplicate the number of papers needed of each sheet.

Find pictures in magazines that are approximately the size of the paper. Pictures could pertain to an approaching holiday or event. Paste the pictures on the back of sheet one, the one with the typewritten words on it.

Cut sheet one apart at the lines and put the pieces together in a small envelope. Attach the envelope to sheet two.

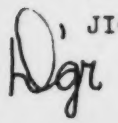
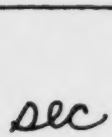
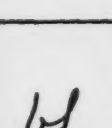
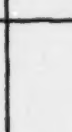
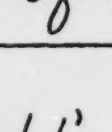
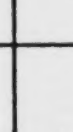
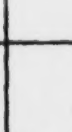
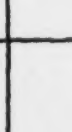
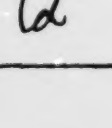
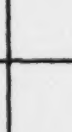
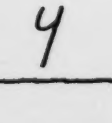
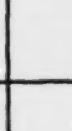
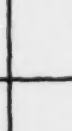
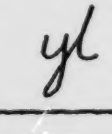
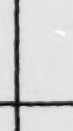
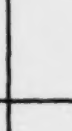
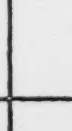
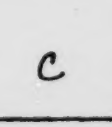
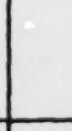
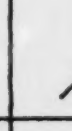
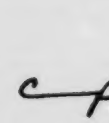
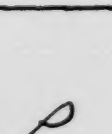
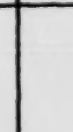
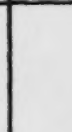
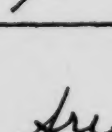
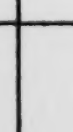
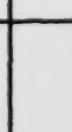
Rules

1. Hand each student the set, sheet two with the envelope containing the pieces of sheet one.

2. Students empty the envelope and match the words to the shorthand outlines on sheet two; however, when placing the pieces down, the word side should be placed facing down and the picture side placed facing up.

3. The first student done is the winner.

JIGSAW PUZZLE avenue	you	the	2 disagree
is his us	do	cannot	secretary
discount	counter	all	before
are	side	dislike	today
Saturday	it at to	make	your
agreement	next	am more	yours truly
people	be by	any	can
of	right write	for	company
go good	Monday	glad	put
for you	he	up to date	Friday
I know	question	not	keep

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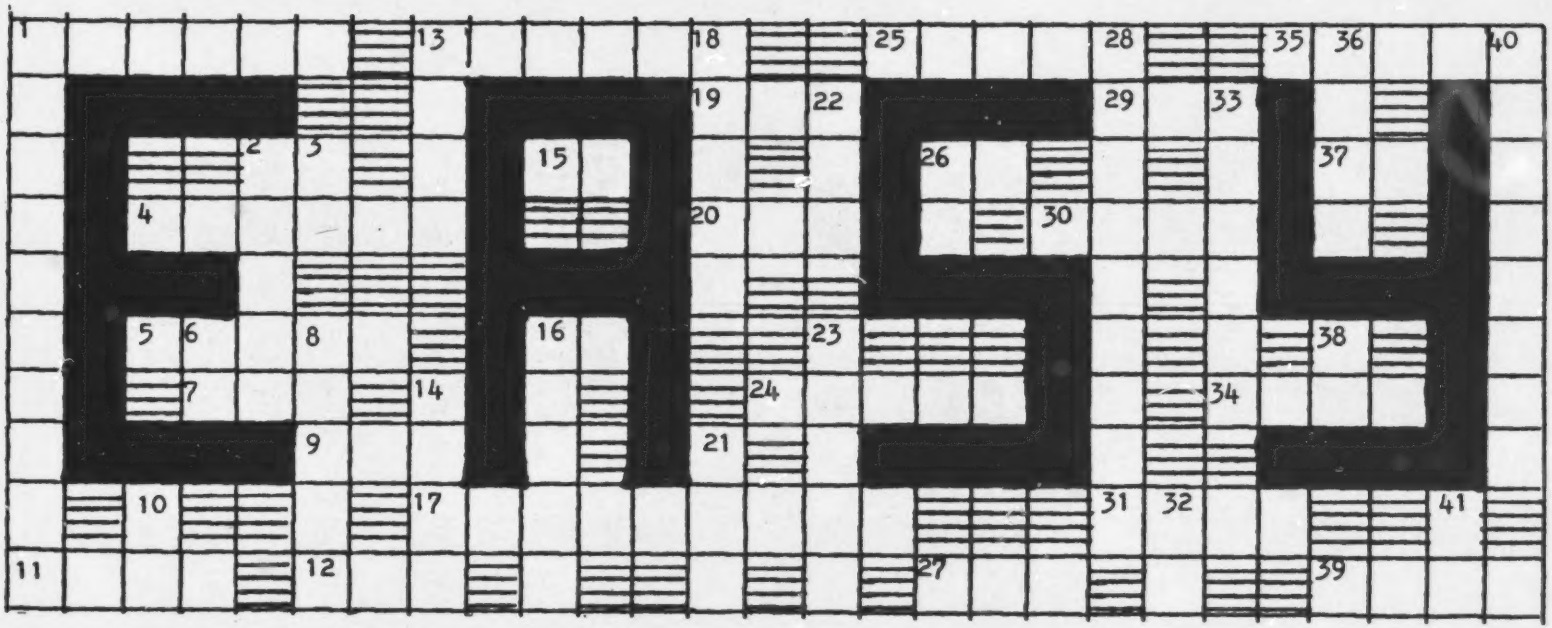

across

1. 'cel
2. s
4. line
5. cr
7. n
9. l
11. q
12. d
13. '
15. l
16. e
17. ela
19. i
20. g
24. "c
25. cl
26. l
27. f
29. s'
30. en
31. lc
34. i
35. sl
37. e
39. s
40. l'
41. 's

down

1. 'c
2. sgn
3. n
6. —
8. nek
10. l
13. f
14. bld
16. rs
18. te
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22. lg
23. "n
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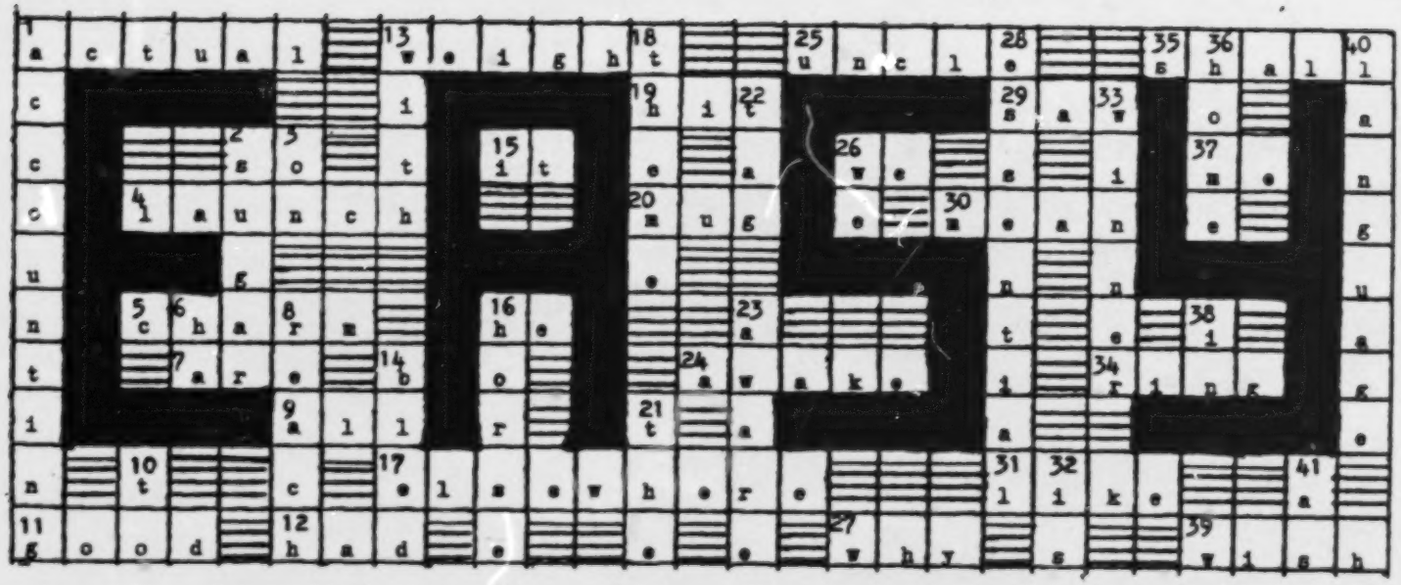
28. esnsl
32. s
33. ns
36. —
38. n

SHORTHAND IS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FORKNER SHORTHAND BINGO

Preparation

This game has been made to help the beginning Forkner Shorthand student learn the abbreviations. The more advanced student will find this game a fun way to review abbreviations through rapid recognition of the outlines.

I have divided the game into three sections. Part I includes Lessons 1-13, Part II includes Lessons 1-24, and Part III includes Lessons 1-37. Since the game is in three sections, the student does not have to wait until the end of the text to play.

The skeleton of the Bingo card can be drawn on a stencil. The cards can then be ran off on different colors of paper for the different sections. The middle space of the card should be marked as a free space, and then all the other spaces on the card should be filled in so that each card is different.

A sheet of paper can also be divided into sections and all the abbreviations for that particular game should be written on that paper. This paper will then serve as the caller's card.

Rules

1. Each student receives a playing card and enough markers to cover a full card.

2. The teacher has the master list and calls out the abbreviations at random and at a pace she has predetermined.

3. As each abbreviation is called:
   a. the teacher puts a marker on the master card.
   b. the students check their cards to see if the abbreviation called is on their card. If it is, the student places a marker on top of the abbreviation called.

4. Continue step 3 until a student wins and calls Bingo.
   a. A win is five consecutive squares covered diagonally, horizontally, vertically or all outlines on the card are covered.
   b. The type of win being played for may be chosen in advance.
   c. To make sure of a win, the student calling Bingo must read back the outlines covered.

5. In case of a tie, the students could go to the board and write the outlines dictated to them. Whichever student writes the outlines correctly would win.

6. Let the students who so desire use more than one card at a time.

TRANSCRIPTION SPEEDWAY

Preparation

This game can be used to increase speed and accuracy in transcription.

A transparency needs to be made of the racetrack. If an overhead is not available, draw the track on the blackboard.

The material to be used needs to be marked for one-minute timings. I have marked the letters of the review chapter into one-minute timings per each paragraph. This material then needs to be copied so each student can have one at his desk.

Rules

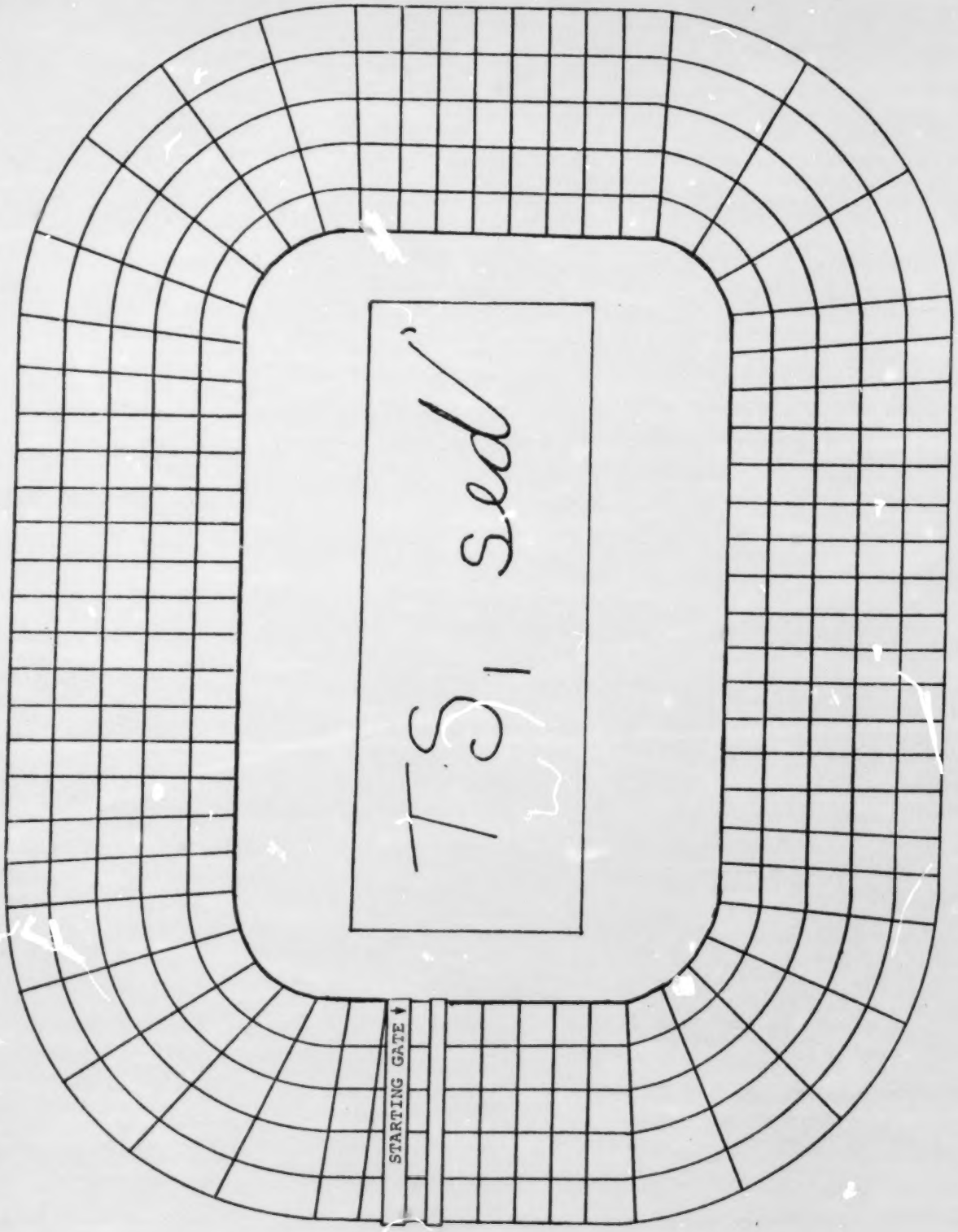
1. Divide the students into teams.
2. Project the track on an overhead and have a different colored marker for each team. The teams like to choose their colors.
3. Write on slips of paper, one number per slip, the numbers corresponding to the number of players on each team. For example, if there are 4 players on a team, you would number the slips 1-4, and then also assign each player on a team a number 1-4. Place the slips of paper in a box.
4. Indicate to the students whether you want them to type from the textbook print, textbook shorthand notes or their homework notes. Use all three throughout the game.
5. Have the students set their typewriters for a 50 space line, and direct them to type in paragraph form or letter form.
6. Give one-minute timings.
7. At the end of each timing have students figure words per minute and circle errors.
8. The teacher then draws a number from the box and reports the number to the class. All members of the class with that number then report their speed and accuracy. Only one person on a team reports. The students do not know until the end of each timing whether they will be the one to report.
9. As each team reports its speed and accuracy, the teacher colors in the track on the transparancy. For every five words typed within the error limit the team advances one square. If the error limit is two errors and the student called has typed with more than two errors, his team does not advance. If the students are working strictly for speed, there would be no error limit.

TRANSCRIPTION SPEEDWAY

Forkner Shorthand--Chapter 17, pg 77

	1 min.
Dear Mr. Quinn:	3
It is too early to tell what the varsity team	13
will do this year. We are quite sure we shall win	23
most of the games. I am enclosing the game schedule	33
for the year. You will note that we are to play	43
Montana, Idaho, and Utah during the first three weeks	53
of the season. Then we are going to include Oregon	63
and Kansas two weeks before the end of the season.	73
If you can plan to be here during the next few	10
days, we shall be only too glad to have you watch	20
the teams in their daily practice. I am sure you	30
will quickly become aware of the fine players we	40
have this year.	43
Yours truly,	45
1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 /10 /	
Dear Mrs. Dooley:	3
Before school opens this fall, you will want	13
to include in your shopping lists such items as	23
school dresses, shoes, and caps. You may require	33
notebooks, pencils, and paper. If you plan to buy	43
any of these items, you can do no better than to	53
visit this store. We stock all the above items as	63
well as many things your children will need for	73
school this year.	76
We have the best stock in the city. If you	10
shop early, you will save having to rush at the	20
last minute. We are enclosing a new price list	30
and a catalog for you to use in making up your	40
shopping lists.	43
Yours truly,	45

TRANSCRIPTION SPEEDWAY



BEAT THE CLOCK

Preparation

This game may be used to review theory, abbreviations, or spelling. The only preparation that needs to be done before class is to prepare the list of words and/or outlines. The teacher may also want to construct some kind of divider on the blackboard so players cannot see each other's outlines.

Rules

1. Divide students into two teams. Try to divide ability levels so that all the better or poorer students are not on the same team.

2. As the teacher calls out a word, a player from each team hurries to the board and writes the correct word in shorthand. Only one chance is allowed.

3. The teacher keeps tract of the amount of time it takes for each student to write the correct outline.

4. Scoring

   a. If both teams have the correct answer, the team that took the less time wins. His time is his score.

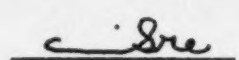
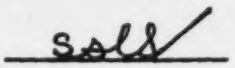
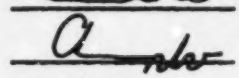
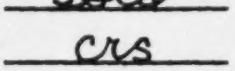
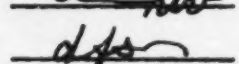
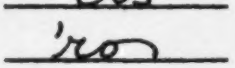
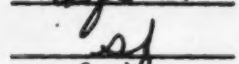
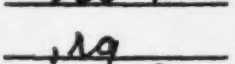
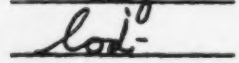
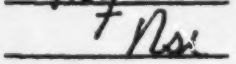
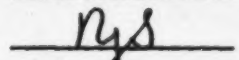
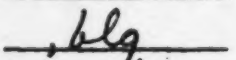
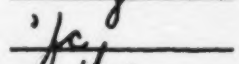
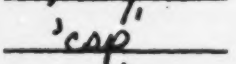
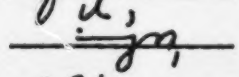
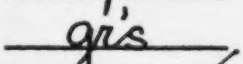
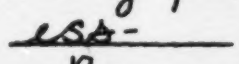
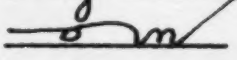
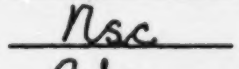
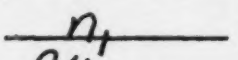
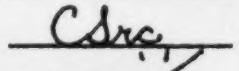
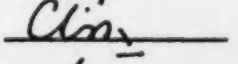
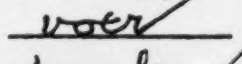
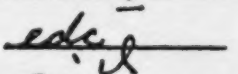
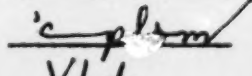
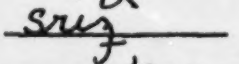
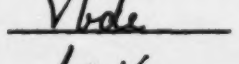
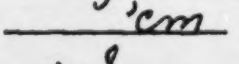
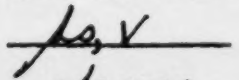
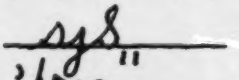
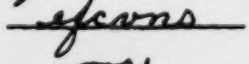
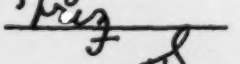
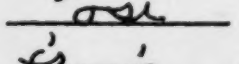
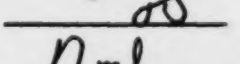
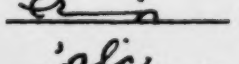
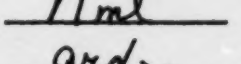
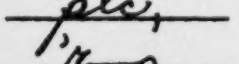
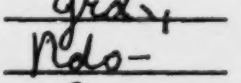
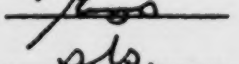
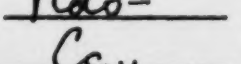
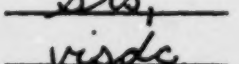
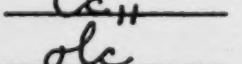
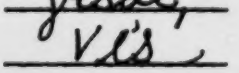
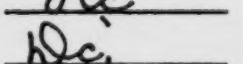
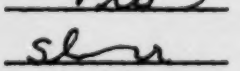
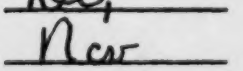
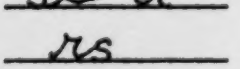
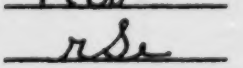
   b. If both teams finish at the same time and both are correct, they both score, and receive the points equal to the time it took.

   c. If one team's answer is incorrect or if they took longer than one minute to write the outline, the other team wins and receives his time as his score.

   d. If neither team writes the correct outline or if they both take longer than one minute to write the outline, neither team scores.

5. The team with the most points at the end of the game wins.

Words & Outlines for Forkner Shorthand, Chapters 18-21

1.	chemistry		26.	specialists	
2.	administrative		27.	correspond	
3.	deficient		28.	around	
4.	sufficient		29.	organized	
5.	loudly		30.	inside	
6.	unjust		31.	obligation	
7.	affectionate		32.	accept	
8.	imagination		33.	grasp	
9.	especially		34.	mountains	
10.	inspect		35.	notion	
11.	construction		36.	continued	
12.	vouchers		37.	educational	
13.	accomplishments		38.	surprised	
14.	everybody		39.	acknowledgment	
15.	whatsoever		40.	suggestions	
16.	effectiveness		41.	authorized	
17.	outside		42.	oust	
18.	chairman		43.	instrumental	
19.	application		44.	graduation	
20.	warehouse		45.	undoubtedly	
21.	satisfaction		46.	connections	
22.	jurisdiction		47.	outlook	
23.	everlasting		48.	discussion	
24.	splendor		49.	instructive	
25.	respect		50.	rusty	

AROUND THE WORLD

Preparation

This game is especially useful when reviewing.

Flash cards need to be prepared for whatever chapters or outlines the teacher wishes to review. If you use different colored flash cards for each chapter, it is easy to pull out one particular chapter to review.

Rules

1. Start at the left side of the room and go in clockwise or orderly fashion.
2. All student except the first two are seated.
3. The first two students stand and race each other to read the card as it is held up.
4. If the first person in the row responds faster than the second person, the second person sits down and the first person moves beside the desk of the third person. The third person then stands and races to sound out the word first.
5. If the second person responds faster than the first, the first person returns to his desk and the second and third students race. If there is a tie, a new card is shown until the tie is broken.
6. The object of the game is for a player to make it all the way around the room and back to his desk.

AROUND THE WORLD

Words were taken from the Forkner Shorthand Text and also from the Study Guide. Write the following words in shorthand on flash cards.

Lesson 27

personal
frontage
unnecessary
satisfactorily
doubtless
August
dollar
doctor's
circumstance
aside
agreeable
after
Sunday
respectfully
junior
feet
appreciated
goes
fraternity
distribution
circumstances
in order to do
Respectfully yours
vacations
references
healthy
dictation
international
unforeseen
general

Lesson 26

primary
previous
president
preparation
premium
prepaid
goodness
f.o.b.
C.O.D.
protection
proposal
promised
progress
production
prior
provision
privacy
prospective
performance
programmed
preferred
proposition
provides
properties
shipped
prerequisite
pressure
reproduce
established
pursuant
principal-ple
perhaps
processional
prevailing
procedure
purpose
purchased
perfection
percentage
prevented

Lesson 25

fertile
further
furniture
furnaces
forestall
foresight
fortunately
forecasts
formula
formation
forever
forest
inquire
inquiry
manufacture
railroad-error
representative
farther
specifications
forgetting
foremost
forbid
foresee
formally
ferment
furthermore
foreman
foreclosures
foregone
foreigner
forlorn
formica
forebear
formality
fertilizer

TIC TAC TOE

Preparation

This can be used to review a set of chapters.

You need fifty 3 x 5 cards. On one side of the card write the longhand word and on the other side of the card write the shorthand outline for that word. Depending on the number of students in the class more than one deck may need to be prepared. Another possibility would be to have each pair of students prepare a deck for another pair of students and then trade decks to play.

You also need nine large "X's" and nine large "O's" to lay over the cards.

You can have the students start with the longhand side up and have them write the correct shorthand outline to score or you can have the students start with the shorthand outline up and have them spell the word correctly.

Rules

1. Each player should choose either the "X's" or the "O's" as his marker.

2. Shuffle the cards and lay 9 cards on the table as follows: 3 cards across and 3 cards down. If they are reviewing the shorthand, then they should lay the cards so that the longhand version is up.

3. Players should decide who goes first.

4. The first player chooses a card, reads aloud the longhand word and writes on a sheet of paper the correct shorthand outline. The student only gets one attempt to write the word correctly.

5. After writing the outline, the card is turned over; and the player checks the accuracy of his writing.

6. If the outlines match, the player earns an "X" or "O" whichever is his and places it over the outline. If the outlines do not match, no letter is placed on the cards.

7. It is now the other player's turn.

8. The game continues until the "X's" or "O's" go across, down, or diagonally.

9. Then return the cards to the deck, shuffle, and start over.

TIC TAC TOE

The following are a list of words from Lessons 28-30. On one side of the cards write the word in longhand and on the other side of the cards write the word in shorthand.

oxygen	attitude	stringent
in order to make	interested	assistance
financial	results	assessment
automated	facilities	consensus
accessories	exhaustive	systematic
exemptions	exclusive	satisfaction
assistants	usually	suspension
necessarily	exhibit	various
establishment	displays	neglect
strangest	frequent	process
executive	recessed	opinion
circumnavigate	exist	privilege
distribute	standard	emphasis
exceptionally	analysis	excessive
extrovert	hinge	criticism
sponge	extremely	dangerous
examinations	exposition	

SPELLING GRAB BAG

Preparation

This game has been prepared to practice the spelling of the words in the spelling improvement sections of Forkner Shorthand.

The teacher needs to write in shorthand the spelling words of each chapter on different colored cards and label each. To label them use the number of the chapter and the number of the word list, for example, 16-3 represents Chapter 16, number 3. The numbers and correct spelling of the words are then typed on a master list for the teacher's use. The cards are placed in a bag.

Rules

1. Divide the students into 2 teams.

2. The first player comes to the front of the room and picks a card out of the bag.

3. The student reads the number at the top of the card so the teacher can find it on the master list. The student then has to correctly name the outline on the card. If the player names the outline correctly, the player must then spell the word correctly within 20 seconds to earn a point for his team.

4. If the player does not name or spell the word correctly, the player from the other team has the opportunity to name and spell the word. However, if this player does not want this particular card, he may pass and draw a different card from the bag.

5. The passed cards are put back in the bag, but the cards that have been spelled correctly are left out.

6. The team scores a point every time a member names and spells the word correctly, and the team with the most points wins.

SPELLING GRAB BAG

Lessons 16-36

Chapter 16

1. believe
2. similar
3. Saturday
4. week
5. writing
6. always
7. account
8. accept
9. necessary
10. there
11. their
12. benefit
13. benefited
14. fitted
15. appreciate
16. friend
17. promptly
18. remittance
19. material
20. furnish
21. familiar

Chapter 18

1. stationery
2. stationary
3. interested
4. opportunity
5. evening
6. forward
7. foreword
8. having
9. until
10. mileage
11. probably
12. almost
13. enclosed
14. vacuum
15. received
16. statement
17. special
18. subject
19. business
20. reference

Chapter 19

1. satisfactory
2. taking
3. whether
4. weather
5. written
6. sincerely
7. further
8. January
9. truly
10. receipt
11. shipment
12. shipping
13. coming
14. know
15. surely
16. shipped
17. already
18. either
19. recent
20. different
21. except
22. something
23. therefore
24. convenience
25. association
26. experience
27. university
28. adjustment
29. available
30. freight

Chapter 22

1. beginning
2. million
3. personnel
4. absence
5. superintendent
6. hundred
7. judgment
8. campaign
9. liability
10. active
11. excellent
12. minimum
13. thousand
14. bookkeeping
15. schedule
16. loss
17. certificate
18. handle
19. agency
20. judge
21. acknowledgment

Chapter 25

1. manual
2. profits
3. analysis
4. memorandum
5. co-operation
6. surplus
7. priority
8. regret

SPELLING GRAB BAG

25 cont.

9. personally
10. analyze
11. across
12. mortgage
13. engineer
14. bonus
15. regretted
16. budget
17. initial
18. kept
19. survey
20. inquiries
21. library

Chapter 29

1. offer
2. color
3. collar
4. program
5. president
6. through
7. credit
8. owing
9. being
10. committee
11. offered
12. right
13. merchandise
14. type

29 cont.

15. typing
16. typed
17. employ
18. employee
19. government
20. several

Chapter 31

1. referring
2. planning
3. volume
4. exceed
5. concede
6. succeed
7. precede
8. foreign
9. counterfeit
10. conceit
11. patients
12. patience
13. transferring
14. column
15. charging
16. chargeable
17. compliment
18. complement
19. concurring
20. occasional
21. accommodate

31 cont.

22. calendar
23. embarrass
24. license
25. yield
26. undoubtedly
27. occurred
28. procedure
29. proceed
30. recommendation

Chapter 34

1. receiving
2. using
3. appreciated
4. carefully
5. surprised
6. careful
7. immediate
8. advice
9. advise
10. Massacusetts
11. earliest
12. principle
13. decide
14. Connecticut
15. settlement
16. knowledge
17. various
18. excuse

34 cont.

19. situation
20. advised
21. advising
22. haven't
23. acknowledge
24. decision
25. principal
26. correspondence
27. representative
28. arrangements
29. financial
30. sufficient

Chapter 35

1. complete
2. paid
3. assistance
4. assistant
5. original
6. fourth
7. ninety
8. cordially
9. file
10. billed
11. build
12. vicinity
13. nine
14. eighth
15. filing

35 cont.

16. misspell
17. quantity
18. latter
19. later
20. ninth
21. cannot

Chapter 36

1. forty
2. choose
3. endeavor
4. error
5. developing
6. height
7. warehouse
8. sympathy
9. chose
10. wear
11. asset
12. advertisement
13. occur
14. permit
15. formerly
16. necessity
17. thorough
18. develop
19. grateful
20. occurrence
21. permitted

CONCENTRATION

Preparation

This game helps the students to become more familiar with the shorthand outlines for the states and possessions of the United States.

To prepare the game the teacher needs to choose two colors of cards. On one color the teacher writes the states and possessions of the U.S. in shorthand and on the other color she writes them in longhand.

Rules

1. Divide the students into teams. Two or three students may be on a team or if there are only a few players, each student may be his own team.

2. Shuffle and mix well the two colors of cards.

3. Place the cards in rows and face down on the table.

4. The first player turns over a card and then turns over another card which he believes will match. If the two do not match, both are turned back over and a player from the other team chooses two cards. If the two do match, the player keeps the cards and also gets another turn.

4. The game continues until all cards are picked up. The winner is the player or team with the most matches.

For a complete list of states and possessions of the United States refer to pages 207 & 208 of Forkner Shorthand

PASSWORD

Preparation

This game will help increase the student's knowledge of shorthand outlines.

The teacher needs to select words that have several synonyms and antonyms and write them in shorthand on cards.

Rules

1. Students divide into two teams.
2. One person from each team goes to the blackboard.
3. One of the players at the board chooses a card.
4. Both players think of a synonym or antonym clue which they can write on the board in shorthand for their team.
5. The first player writes his clue on the board and his team members have 30 seconds to call out words which they think might be the word on the card. The person at the board cannot say anything but may nod and point to team members to indicate closeness.
6. If someone on the team guesses the word from the first clue, that team gets 10 points. If they do not guess the word within the time limit, the opposing team member at the board writes a clue on the board and his team tries to guess the word. If the word is guessed this time, the team gets 9 points.
7. The game continues in this way until the points that can be earned are down to 5. If the word is not guessed this time, the word is told to the class and a new set of players go to the board. A new word is drawn, and the team that went second last time goes first this time.
8. The team with the most points at the end of the game wins.

Words with several synonyms

abuse	luster	loud
accurate	form	neglect
demonstrate	habit	obstinate
identical	enormous	announce
magnificent	humble	corrupt
noble	necessary	beautiful
pleasant	persuade	obvious
ramble	qualified	bright
seize	report	career
simple	shrewd	master
teach	surrender	question
unique	universal	support
vacant	victory	venture
yearn	wander	waste
zeal	delicious	faithful
gloomy	gigantic	knowledge
journey	influence	

Write these words in shorthand on cards.

VOCABULARY RUMMY

Preparation

Vocabulary Rummy helps students increase their knowledge of words that mean the same thing or nearly the same thing.

The teacher can prepare decks of cards by using the words from the Vocabulary Development section of Correlated Dictation & Transcription Study Guide or a choice of their own vocabulary words. Write 26 vocabulary words from the Group 1 section of Vocabulary Development in shorthand on cards, write 26 words from Group 2 or the words that mean the same in shorthand on cards, and make two joker cards. Enough decks are needed so that every 2 to 4 students would have a deck of different vocabulary words.

Another method of preparing the cards would be to divide the words from Group 1 & 2 up between the students and have them write the outlines on the cards at the time you are studying each chapter. The cards would be collected and saved until enough cards had been prepared for everyone to play. A different design could be placed on the back of each deck so they could be separated. This method would save the teacher some work and would also get the students involved.

Rules

1. Students divide into groups of two to four players.
2. The dealer shuffles the deck and deals 7 cards to each player, including himself.
3. The rest of the cards are placed in a stack face down in the middle of the table, except for one card which is turned over.
4. The player to the left of the dealer has the option of taking the discarded card or drawing the top card from the top of the deck.
5. The player tries to match the card with those in his hand. He then discards and the next player draws.
6. If a player matches a vocabulary word and its match, the two cards may be laid down on the table. If a joker is held, the player may use it to match any card in his hand. As the players lay down their matches, they must name the words and if other players disagree with the match, they may challenge. If the player is wrong in his match, he loses his next turn.
7. Play continues until a player rumies, has 3 sets of matching cards and discards one.
8. Teams may want to switch decks and try again.

VOCABULARY RUMMY

Group 1	Group 2	Units
annual	make void	5
envelop	surround	5
invoice	itemized list	6
quotation	price named	6
adjustment	settlement	6
memorandum	note	8
accounts	records	12
remit	pay	20
specifications	descriptions	21
corporation	company	21
commerce	trade	22
proceeds	profits	24
bonds	securities	24
inquiries	questions	25
destination	place being sent	30
procure	obtain	30
waste	squander	32
voucher	document	32
enclosure	sent with letter	33
authorized	permitted	33
jobber	wholesale merchant	33
liability	debt	35
confirm	verify	35
warehouse	storage place	21
amount	quantity	6
grade	quality	6

Write the above words in shorthand in the upper left and lower right corners of cards and make two jokers.

PUNCTUATION-TRANSCRIPTION RACING

Preparation

In Punctuation-Transcription Racing the students not only drill on their punctuation skills, but also on their spelling and transcription skills.

The teacher chooses sentences which include various marks of punctuation. Similar words, homonyms, and other grammar sentences could also be included or prepared in separate games.

The teacher writes these sentences in shorthand and without punctuation marks on a transparency. A typed answer sheet will be helpful. Numbers need to be written on small slips of paper and put in a container.

Rules

1. Students are divided into two teams and are seated at the typewriters.
2. Typing paper, erasers, and dictionaries need to be available at each desk.
3. The first two players from each team prepare for transcription.
4. Any member of a team draws a number from the container.
5. The teacher projects the numbered sentence on the overhead.
6. The first two players race to see who can transcribe the sentence accurately, including correct punctuation.
7. The first person done receives a point for the team if the sentence is correctly transcribed. If the sentence is not correct, the other player's sentence is checked. If the slower player's sentence is correct, his team receives the point.
8. If neither sentence has been transcribed correctly, the sentence is discussed by the class and neither team receives a point.
9. A new set of players get ready to transcribe and a new number is drawn. Play continues in this way until time is up and then the winner is the one with the most points.

PUNCTUATION-TRANSCRIPTION RACING

Key of sentences

1. We shall send a copy, of course.
2. I feel, therefore, that we should change plans.
3. The meeting will be held on Friday, April 16, at the Hotel Brown.
4. Her duties consisted of receiving callers, answering the telephone, and opening the mail.
5. If you cannot be present, please notify me.
6. As I am sure you are aware, the store closes at five.
7. When you finish the job, please let me know.
8. For your convenience in sending me the information I need, I am enclosing a stamped envelope.
9. He was a quiet, efficient worker.
10. Your canceled checks, along with your statement, are mailed to you each month.
11. To do the job properly, you need better tools.
12. Which of the boys is the most efficient, Jim, Harry, or John?
13. Before many days had passed, he took care of his account.
14. Perhaps you cannot send us an order, but won't you be good enough to answer my question.
15. Between you and me, I do not think he will get the order.
16. He divided the territory equally among the 3 men--Mr. Smith, Mr. Green, and Mr. Baker.
17. John Black, who is old enough to vote, should register.
18. Mary received an appointment in the personnel department; her sister was not appointed.
19. May I hear from you by return mail.
20. We are concerned about your past-due account.
21. This company's advertising is designed for 3 colors.
22. These papers are theirs, not ours.
23. On June 16, 1980 he will be 65 years old.
24. May I ask who is speaking, please?
25. He said he either would send the package by express or would deliver it himself.
26. John's leaving caused me much unhappiness.
27. They have asked for immediate shipment; therefore we must comply.
28. The data have been collected, and the graphs are now being prepared.
29. Yes, I am afraid he is right.
30. My new typewriter, which is an electric model, is easy to use.

PUNCTUATION-TRANSCRIPTION RACING

31. The prompt, efficient secretary got the job.
32. The secretary said, "The reports will be mailed tomorrow."
33. Mr. Lane supervises the first-year employees; he also instructs them.
34. Mr. Tanner said: "No further leaves of absence will be given."
35. Miss Baker's reading of the minutes came first.
36. What policy of paying bills will suit you best, Mr. Lee?
37. Jason has one trait that will carry him far in business--he has ambition.
38. He received several attractive, well-paying offers.
39. I am sorry, Mr. Wright, that you have been inconvenienced by slow deliveries.
40. This year's sales have been very profitable.

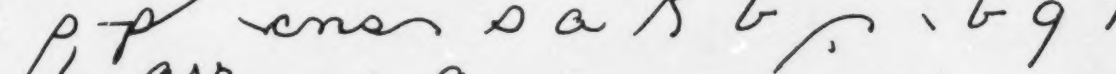
PUNCTUATION-TRANSCRIPTION RACING

1. ps sr 'cpe v ç,rs
2. (fel trf t esd ej plin
3. — el b ld , n fru 'pr 16 (— el bron
4. r dle CZf v rsesr (lr asr — lfsn ~ , pn — l
5. f (cn b pz p n,lfe —
6. 'S (— Sr (r "r — Sr clz (5
7. pn . fns - f.b pllen.
8. f y Cvenn n sr — - nfr , (red (— S 'Sp nlp
9. e B 'gul efs pcr
10. y cnsl ec 'l t y Slm r l 'l (. + — nt
11. (d. - f.b p pr- (red blr l
12. k v bi s - — S efs j — 're , n f.y

28

PUNCTUATION-TRANSCRIPTION RACING

13.

14. 

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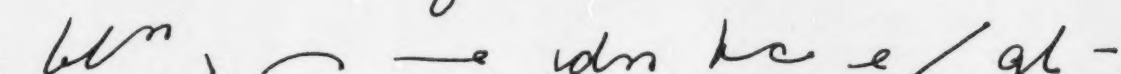
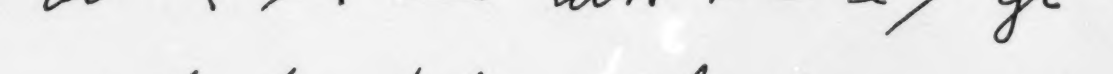
16. 

17. 

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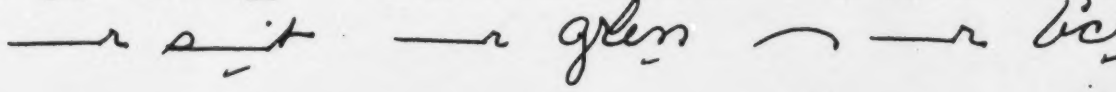
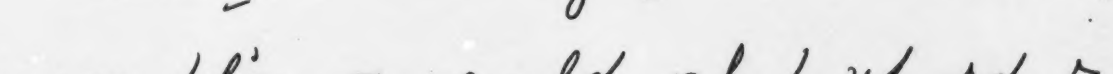
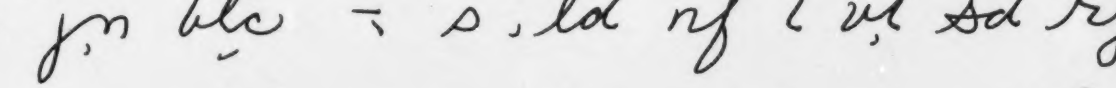
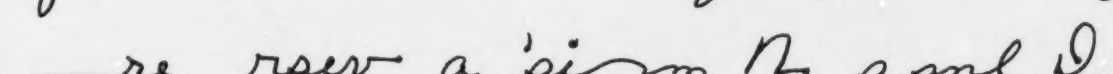
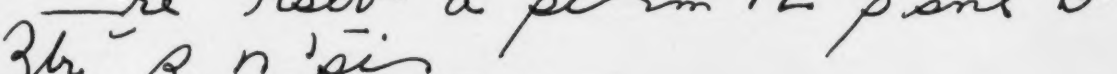
19. 

20. 

21. 

22. 

23 

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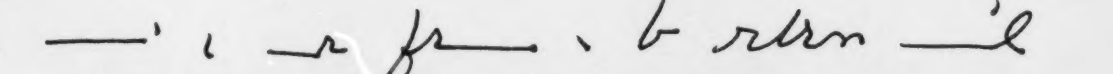
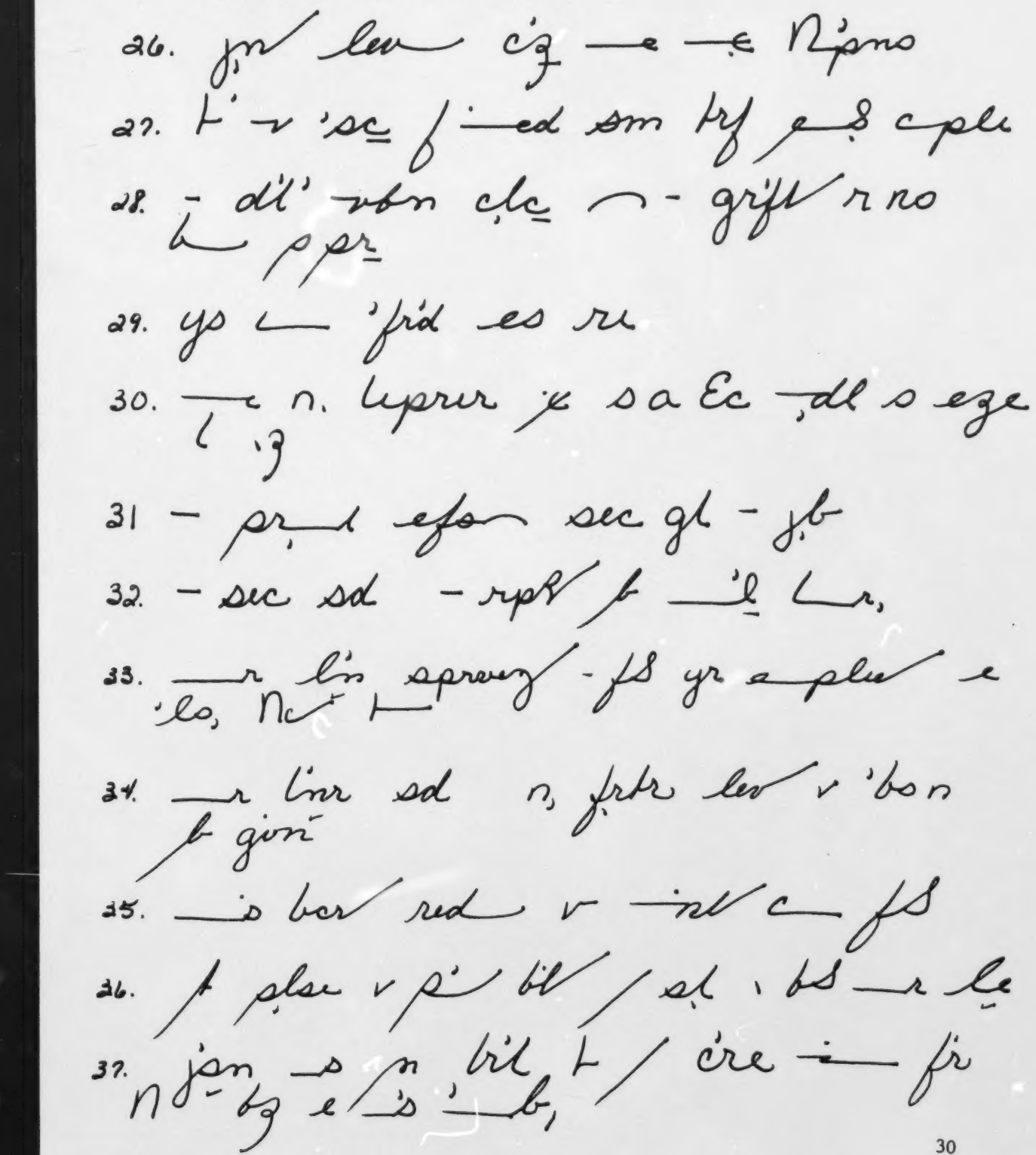
25 

PUNCTUATION-TRANSCRIPTION RACING



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PUNCTUATION-TRANSCRIPTION RACING

38. e rsev surl 'krkv /pi ,fr

39. — dre — r re t . vbn Rcvens
b sl, dlare

40. ts yr sil vbn vre pfibl

LIFE OF A SECRETARY

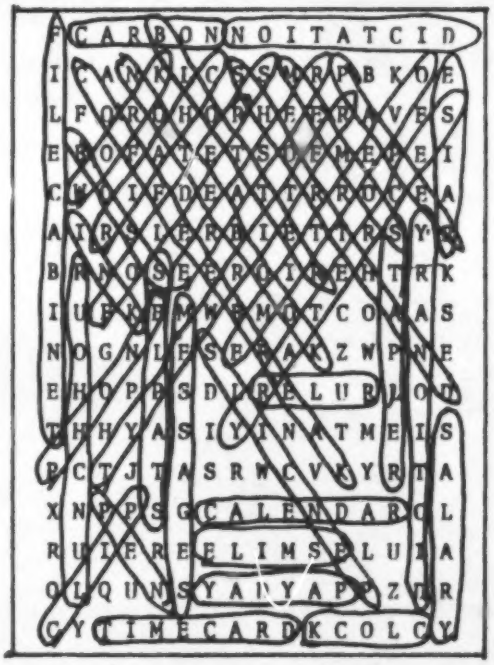
Hidden in this puzzel are 36 words that are part of the life of a secretary. Read the shorthand outlines and then look for the words forward, backward, up, down and diagonally. They are always in a straight line and they never skip a letter. Letters are used more than once and some words overlap. When you find a word, draw a circle around it, then mark it off the Word List.

F	C	A	R	B	O	N	N	O	I	T	A	T	C	I	D
I	C	A	N	K	L	C	S	S	M	R	P	B	K	O	E
L	F	O	R	O	H	O	R	H	E	E	R	A	V	E	S
E	B	O	F	A	T	E	T	S	O	E	M	E	P	E	I
C	W	O	I	F	D	E	A	T	T	R	R	O	C	E	A
A	I	R	S	L	E	R	B	I	E	T	T	R	S	Y	R
B	R	N	O	S	E	E	R	O	I	R	E	H	T	R	K
I	U	F	K	E	M	W	B	M	O	T	C	O	A	A	S
N	O	G	N	L	E	S	E	R	A	K	Z	W	P	N	E
E	H	O	P	P	S	D	L	R	E	L	U	R	L	O	D
T	H	H	Y	A	S	I	Y	I	N	A	T	M	E	I	S
P	C	T	J	T	A	S	R	W	C	V	K	Y	R	T	A
X	N	P	P	S	G	C	A	L	E	N	D	A	R	C	L
R	U	I	E	R	E	E	L	I	M	S	E	L	U	I	A
O	L	Q	U	N	S	Y	A	D	Y	A	P	P	Z	D	R
C	Y	T	I	M	E	C	A	R	D	K	C	O	L	C	Y

1. blbr
2. bs
3. crbn
4. cr
5. cl r
6. clp
7. clc
8. cje brc
9. dsc
10. dcl
11. dc re
12. er r
13. fel cbnl
14. fldr
15. f ic
16. lne o
17. —
18. —sf
19. nlbc
20. Ole
21. pd
22. ppr
23. pn
24. pnsl
25. fpn
26. f rg
27. rlr
28. slre
29. sec
30. s
31. s il
32. Splr
33. Spl
34. l— cR
35. lyasur
36. frc

LIFE OF A SECRETARY

Hidden in this puzzel are 36 words that are part of the life of a secretary. Read the shorthand outlines and then look for the words forward, backward, up, down and diagonally. They are always in a straight line and they never skip a letter. Letters are used more than once and some words overlap. When you find a word, draw a circle around it, then mark it off the Word List.

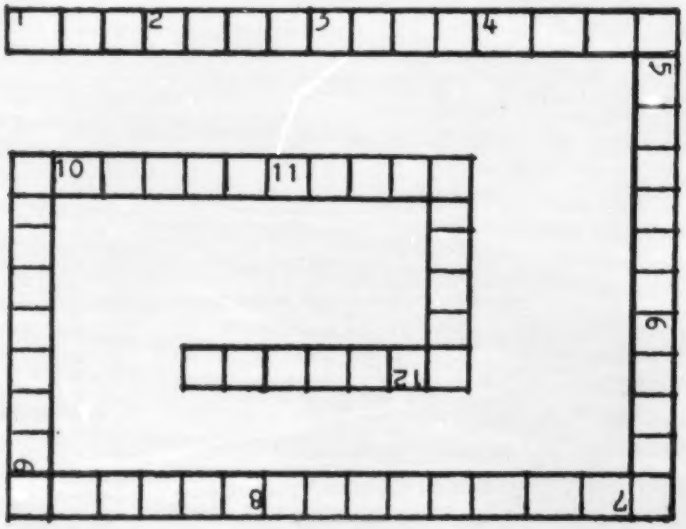


1. blbr
2. bs
3. crbn
4. cr
5. cl r
6. clp
7. clc
8. cje brc
9. dsc
10. dcl
11. dc re
12. erer
13. fel cbnl
14. fldr
15. ic
16. lnre o
17. —
18. —
19. nlbc
20. Ole
21. pd
22. ppr
23. pn
24. pnal
25. fn
26. rg
27. rlr
28. sire
29. sec
30. s
31. s el
32. Splr
33. Spl
34. le cR
35. lpsse
36. prc

Word Puzzle--Possessive Pronouns

Directions: From the sentences below transcribe the underlined words in the corresponding numbered boxes. If the word includes an appostrophe, include the appostrophe in the box with the letter it follows.

1. 'cp — S Csdr - red v V a plie.
2. y be v slil lvl — os g 'g NvSm.
3. t' cr s - 'Rr; ts n s o
4. j'n s 'g fr v r:
5. n' brnl, s gr l 2 tr lil u — l ppr g l.
6. — g n' — sdb Ngir n, n pl'l?
7. ts rebde gp l - vl, v s $ b N 10 yr.
8. s — v Nyr ppl fil f r brsm v — d'l \p n; — o cl' r f psnl lB d'.
9. ts be s s — n, b C n — en.
10. nSe s 'g br'l v y.
11. ts Vbde rs nB l vl, n elc, d'.
12. - pln l \p' - bg g tr.

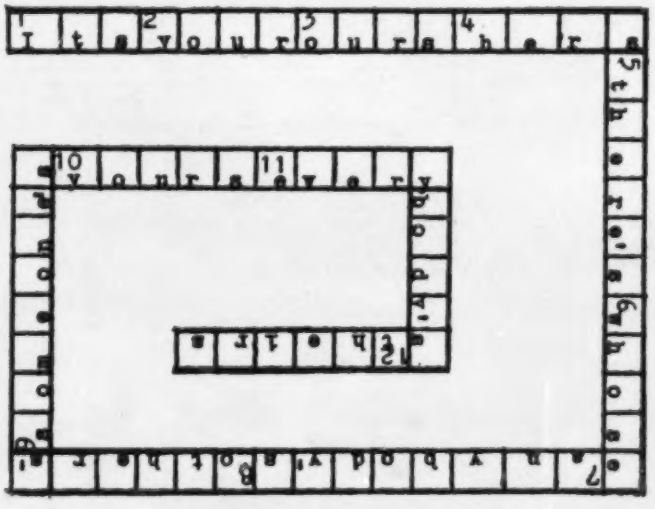


34

Word Puzzle—Possessive Pronouns

Directions: From the sentences below transcribe the underlined words in the corresponding numbered boxes. If the word includes an appostrophe, include the appostrophe in the box with the letter it follows.

1. ˙cp — S Csdr - red v V a plie.
2. y be v sll lul — os ß ˙9 NvSm.
3. t cr s - ˙Rv; ts p, s o
4. j˙n s ˙9 fn v —v˙:
5. n ˙ bn˙t, s gn l ˙z tv lll u — l p p˙r ß l.
6. — g n˙ — s.db Ngiv, n pl˙?
7. ts nebde gp L - v˙l, v vs $ b N 10 yr.
8. s — v Nyz ppl fil f r brsm v — d˙l \p n; — o cl˙ r f psnl ßB d˙j.
9. ts bc s s — n, b (n — m.
10. nSe s ˙9 b˙l v y.
11. ts Vbde rs nB l v˙l, n elc, d˙.
12. - pln l \p˙n - bg ß tv.



SHORTHAND COMPOSITION

Preparation

The game of Shorthand Composition is one that could be played the last few minutes of class.

The teacher needs to prepare two sets of cards. One set of cards should have different categories written in shorthand and the other set would have the 26 letters of the alphabet written on it. Each set should be put in an envelope or container.

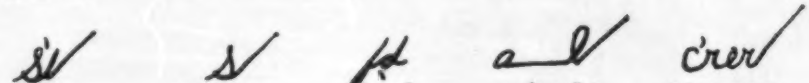
Rules

1. Each student will need paper and pen.

2. One student will draw five cards from the envelope of category cards. These categories are written horizontally on the board and the students write them on their papers.

3. Another student draws five cards from the alphabet envelope, and these are written vertically on the board and on the student's papers.

Example:



states cities food animals careers

t

s

b

e

m

4. The object of the game is for the student to write in shorthand a name of something that fits in each category and that begins with the letter at the left.

5. The first student who completes the list is the winner. The winner goes to the board and reads and fills in the list of items from their paper.

6. Other students may want to read their items.

7. If there is enough time, the game may be repeated. The cards are returned to their envelopes and five more cards are chosen.

8. If no student finishes within five minutes, the student with the most items wins. If there is a tie, the student having written the most items correctly wins.

List of categories

1. toys
2. sports
3. tools
4. singers
5. countries
6. actors
7. cities
8. snacks
9. careers
10. drinks
11. states
12. foods
13. automobiles
14. colors
15. animals
16. breakfast foods
17. items of Christmas
18. items found at school
19. items found at home
20. items made with plastic
21. items made with wood
22. names of teachers
23. titles of books
24. items of Halloween
25. items you would buy at a drug store
26. items found in the kitchen
27. names of businesses
28. girl's names

ONE OF THOSE WEEKS

Preparation

This game not only increases the student's knowledge of words written in shorthand but also increases their knowledge of the vocabulary of different career areas. Also students learn or reinforce duties and good characteristics of a secretary.

The teacher needs to prepare a design like the one on the next page on a file folder. If available, colored folders add more interest.

The teacher may then want to decide what type of business the game will pertain to. This way the teacher can relate the duties of the secretary or office worker and the shorthand words to a particular field like accounting, government, law, or medical. Vocabulary and shorthand outlines for these fields can be found in the back of the Forkner Shorthand Dictionary.

Different penalties like "Can't find the file on Baker's, go back 2 spaces" and rewards like "You have everything organized for the next day, do ahead 3 spaces" may be printed in different boxes of the design. These penalties and rewards could relate to the particular duties involved in working in the particular field or career already decided on. The teacher wants to leave a majority of the blanks empty because the objective of the game is to have the students write shorthand.

Fifty to fifty-five cards then need to be prepared. On fifty of the cards write in shorthand specialized or technical words that pertain to the field of work decided on. On the back of those cards write the words in longhand. On the other cards write other penalties and rewards.

A set of dice and some markers will also have to be located.

Rules

1. Students divide into groups of two to four. Each group will need a set of cards, dice, markers, and a folder.

2. Each player selects a marker and the markers are placed on the start square.

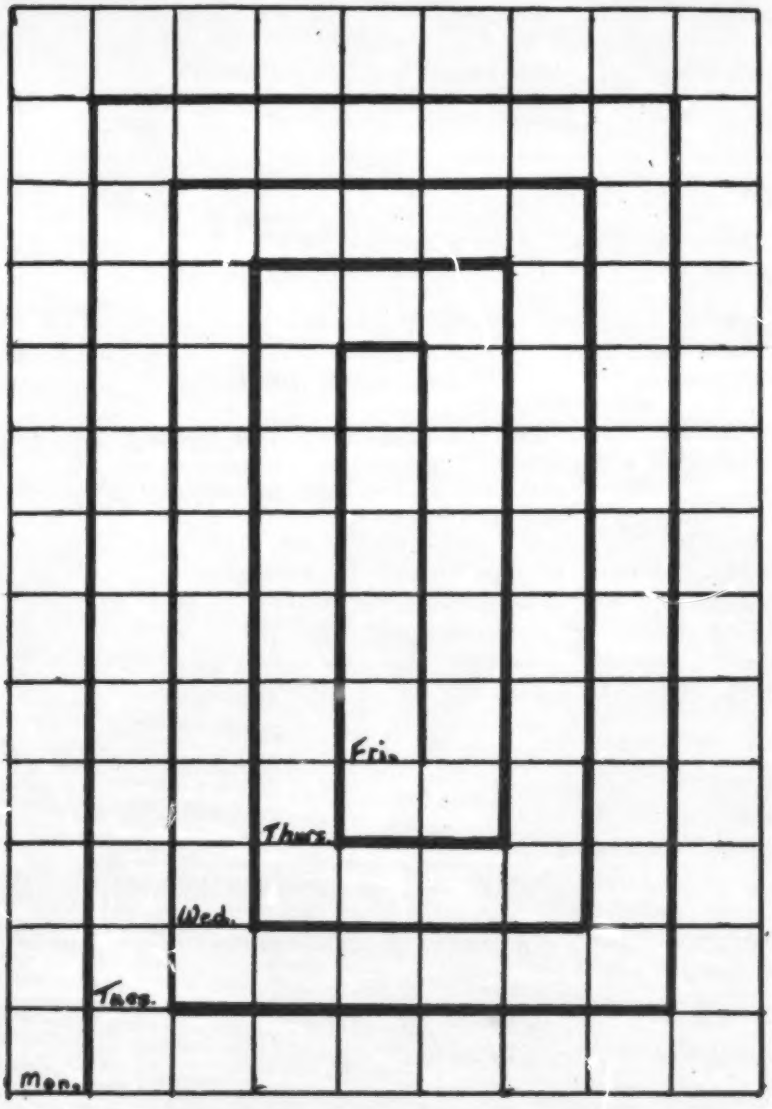
3. The first player throws the dice and advances the number of squares indicated by the dice.

4. If the player stops on a filled-in square, the player must do as instructed. If the player stops on a blank square, he looks at the longhand word on the top of the deck of cards. He then writes that word in shorthand on a sheet of paper. He only gets one attempt and that must be within 15 seconds. The player then turns the card over to see if the two shorthand outlines match.

5. If the outlines match, the player stays on the square. If the outlines do not match, the player returns to the square he was on before rolling the dice.

6. The next player then takes his turn and throws the dice.

7. The first player to reach the end of the day on Friday wins.



ONE OF THOSE WEEKS--C & C ACCOUNTING & TAX SERVICE

Words used in card deck

account	column	federal	penalties
accrual	computerize	fiscal	percentage
accuracy	corporation	incorporation	proprietorship
adjustment	creditor	installment	receivable
analyze	cycle	interest	reconciliation
audit	debit	itemize	revenue
averaging	deductible	journalizing	schedule
balancing	depreciation	ledger	tabulate
bookkeeper	dividend	liabilities	taxable
calculator	earnings	miscellaneous	transaction
carryover	embezzlement	overdue	uncollectable
checkbook	employer	partnership	withholding
		payable	worksheet

Rewards and penalties on board

Starting block--Arrive 7:50 Monday
Compared Mr. Cash's & your daily calendars--go ahead 3 spaces
Can't find the file on Banker's--go back 2 spaces
You've spent 10 minutes on phone to a friend--lose 1 turn
Sorted mail and located corresponding information--move ahead 3 spaces
Stayed an extra half hour to finish report--move ahead 5 spaces
Tuesday
Arrived late--go back 3 spaces
Client calls and needs W-4 forms, you send them right out--go ahead 2 spaces
You neglect to get name & number of caller--go back 2 spaces
Typed all letters correctly the first time through--go ahead 4 spaces
Filed all finished data--go ahead 3 spaces
Wednesday
Reminded Mr. Cash of an important 10:00 appointment--go ahead 2 spaces
Stayed late at lunch--lose 1 turn
You finish early and offer to help another secretary--go ahead 4 spaces
Thursday
You've got everything organized for Mr. Cash's conference today--go ahead 3 spaces
You've scheduled an appointment during Mr. Cash's golf appointment--go back 4 spaces
You have everything organized for the next day--go ahead 3 spaces
Friday
Because of errors, you have to retype a 5 page report--go back 5 spaces
5:00 Friday and time to go home

ONE OF THOSE WEEKS--C & C ACCOUNTING & TAX SERVICE

Rewards and penalties on cards

You call in sick--go back to the beginning of the day
You received a raise--take another turn
Your appearance is always pleasant and businesslike--take another turn
Because of your hard work in finishing an audit report, Mr. Cash tells you to go home early--move to space at end of day
Mr. Cash asks you to stay late to type an important letter and you grip--lose 1 turn

ADDITIONAL GAMES

ALPHABETIC VOCABULARY BUILDER

This game lasts for 26 days. Each student is assigned a different letter or letters of the alphabet. On the first day the student with the letter "a" reports to class with a word that starts with the letter "a" and that they think the class will not know. The student writes the word on the board in shorthand and longhand, explains the word, and dictates a sentence in which the word is used. All the other students are to write this information down. A rule could be that if half the students know the word and its meaning, the student has to report again the next day with a new word. On the next day the student assigned the letter "b" brings in a new word and explains it to the class and dictates a sentence to the class using their word. Also on the second day the word that started with the letter "a" is reviewed and both sentences are used in dictation. This way the students get used to hearing the words used plus practice in writing them. At the end of the 26 days they have increased their vocabulary by 26 words. Each word could also be written on a piece of construction paper and displayed around the room.

RIDDLE-A-WEEK

Each week for a certain number of weeks have the students write a riddle in shorthand on the board. If a student cannot find a riddle, you may let them write a joke.

FAST THINKING

For the first five minutes of a class period have the students write in shorthand as many objects they can think of and see in the room. At the end of the five minutes have each student count up their words. The person with the most objects is the winner.

This could also be done for an up-coming holiday. Have the students write as many words as they can think of that have to do with that holiday.

"ME" BOARD

It seems like whenever it comes time to write application letters, data sheets, or talk about interviews, many students have trouble thinking of his or her good points, qualities, and skills. Here is an exercise that could be done ahead of this time to help the students realize these things.

Each week a new background would be placed on the bulletin board. The student for that week would bring pictures of himself, of hobbies, foods, sports or anything that they like or enjoy doing. The student would write his name in shorthand on the bulletin board and also write in shorthand any captions or information or even a list of things they feel they are good at or that are their good qualities. Other students are encouraged to go to the bulletin board and write in shorthand qualities they see in that student that they feel are good. The teacher could also write qualities that he has noticed.

Each week a new "Me" Board is displayed until all students have had their turn.

CAPTION COPY COMPOSITION

In need of a bulletin board, but don't know what to do? Find pictures in magazines, coloring books, or get unused yearbook pictures and hand them out to your students. Place the pictures upside down on their desks. Explain that when you say "go" they are to turn their pictures over and write on a sheet of paper their first thought. These thoughts could be in the form of a funny caption, list of words, or a short story, but they are to be written in shorthand. When they are finished they take their pictures and captions to the bulletin board and pin them up.

MUSICAL CHAIRS

Have all students standing and have a pen and a piece of paper at each student's desk. When the music starts, have the students start moving slowly around the desks. When the music stops, the students stop and sit at the closest desk available. They also start writing in shorthand their version of a story like "It was the night before Christmas". When the music begins, the students get up and start moving around the desks again. This time when the music stops and the students sit down, they must first read what has been written and then continue the story. When it is time for the last set, announce this to the students as they will have to end the story when they sit down. Have the last person sitting at each desk read aloud to the class the version that is before them.

ADVERTISING JINGLE JUGGLE

The teacher writes in shorthand and in a scrambled order a list of advertising jingles or slogans. Each student receives a copy of this list and then goes to a typewriter and transcribes the jingle in its correct order.

FINISH THIS SENTENCE

Dictate the beginning of a sentence to the students and have them right it in shorthand on their paper. Give them 15 seconds to finish the sentence before dictating another beginning to them. Beginnings of sentences that might be used are:

My best friends are
My favorite rock group is
I really hate
What I like about homecoming is
The one thing I want most for Christmas is
I am happy today because
I am proud to be an American because
My best quality is
To be my friend you must
If I could have anything in the world, I would choose

STUDENT FLASH CARDS

Have the students make their own set of flash cards so that any friend or family member can help them review.

At end of each lesson in which new abbreviations have been presented, hand out blank cards and have the students write the abbreviation in shorthand on one side and in longhand on the other side.

QUICKE BINGO

Hand out blank ditto Bingo forms. Dictate 25 words, phrases, states, cities or whatever. The students are to write these words in whatever blocks they choose. When finished read the list again only in a different order and have the students draw diagonals across the squares that are called until someone calls Bingo. This could be used as a quick review of the previous day's lesson.

You could also have the students just fill in the blanks with names of their classmates, objects in the room, names of football players or names of their teachers. The teacher then would call out the ones on her list and the students would mark off any that were called.

VOLLEYBALL

Students divide into two teams and all members of the teams line up at the board. If there are two many in the class, you may have to divide them into four teams. There should be about four or five on a team.

The first player serves by writing on the board a word in shorthand. The first player of the second team must volley back by writing in shorthand a word that rhymes with the word the first player wrote. If the second player does return the serve, the next player on the first team must return again with a word that rhymes. Whenever a player cannot respond with a word that rhymes or writes the word incorrectly, the team that originally served gets a point and serves again. A team serves until they serve incorrectly by writing a word wrong or by not returning a word back to the other team. The first team to reach 15 points wins.